DOCUMENT RESUME

ED 109 313 95 CE 004 082

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TITLE Models for Career Education in Iowa; Information Centers in Career Education.
INSTITUTION Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education ; Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 73
NOTE 34p.; For related documents, see CE 004 077-085

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS *Career Education; Community Information Services; Community Schools; Costs; Demonstration Projects; Guidelines; *Information Centers; Information Needs; Instructional Staff; Library Material Selection; *Library Planning; *Media Selection; Resource Centers; *Resource Materials; Space Utilization
IDENTIFIERS Career Information Centers; Iowa

ABSTRACT

The career information centers described in the publication were developed for schools participating in the Iowa exemplary project. It is the purpose of the document to suggest solutions to three basic questions: (1) How will prospective materials be identified and obtained? (2) How can available materials best be displayed in order to maximize usage? and (3) What is the nature of the involvement of counselors, administrators, teachers, and students so that the career information center functions optimally? To achieve solutions the document looks in detail at three career information centers: at Sheldon Community School, Humboldt Community School, and Shenandoah Senior High School. Explained in detail are such aspects of the centers as the cost, space, functions, staffing, the major components of a career information center, and program guidelines. The final one-third of the document contains current mailing addresses of over 200 organizations from which free career information materials can be obtained, a list of postsecondary programs in Iowa area community colleges and vocational schools, and ERIC system materials that are available. (BP)

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Models for Career Education in Iowa

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Iowa a place to grow

Department of Public Instruction

ED109313

Models for Career Education in Iowa

INFORMATION CENTERS IN CAREER EDUCATION

Conducted Under Research and Exemplary Grants
From Career Education Division
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Under Supervision of

Iowa State University
College of Education
Department of Agricultural Education
Ames, Iowa 50010

1973

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PREFACE

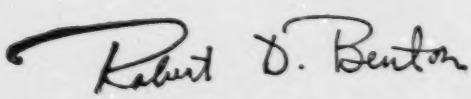
Career Education - Is it good for kids? -- That's a question that has prompted many of us to search for a greater understanding of the concept and to reassess the types of experiences our educational programs provide. This search is resulting in a growing commitment to assure curriculum objectives and activities that provide career education experiences for all students.

An exemplary project, "Models for Career Education in Iowa," was initiated in 1971 thru the Iowa Department of Public Instruction. The purpose of the effort was to research, define and describe an emerging concept of career education and to suggest possible approaches for implementation in grades K-8. In 1972 the project was expanded to include the curriculum of high school students.

The project is sponsored by the Iowa Department of Public Instruction in cooperation with Iowa State University and nine local school districts. The project staff under the direction of Dr. Alan Kahler, Iowa State University, is working with the following local schools: Shenandoah, Humboldt, Davenport, Marshalltown, Carroll, Sheldon, Osceola, South Winneshiek and Springville Community School Districts. The third party evaluation is being provided by the Iowa Center for Research in School Administration under the leadership of Dr. Ralph Van Dusseldorp and Dr. Walter Foley.

A series of workshops were conducted involving participating school staff and outside resource persons with various backgrounds and expertise. These workshops have provided a multi-discipline approach in establishing understanding and agreement of a set of basic objectives of career education. During the summer of 1973, staff from each of the nine districts participated in workshops to prepare first draft curriculum materials for use in the respective school settings during the 1973-1974 school year.

The publications which follow were developed as part of the responsibility of project participants and staff to provide visibility to the findings and accomplishments of the project. These guidelines and instructional materials are provided at this time to assist local school personnel interested in initiating programs, services, and activities for their students.



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The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

ACKNOWLEDGEMENTS

The career information centers described in this publication were developed by schools participating in the project entitled, "Models for Career Education in Iowa."

This publication, which was developed with assistance from principals and counselors in project secondary schools in cooperation with project staff coordinators, was written by Mr. Clair E. Brooks.

The prime legacy being left to today's youth is the certainty of uncertainty. The major thing youth knows for sure is that change is coming -- and at an increasingly rapid rate. Change in the nature of occupations, in skill levels required for job entry, and changes in work values. They are being told that their prime goal must be one of adaptability -- of being able and ready to change with change. We have assured them that, on the average, they may expect to change occupations somewhere between five and seven times during their working life.

Society has told youth they should want to work and should endorse the work ethic. But the work values of young people in this post-industrial society are not, and should not be, the same as their parents. Youth understands that we have now moved into an era where this Country produces more services than goods -- that increasingly, machines produce products, and man provides services. But how is a young person to plan his future so as to provide the greatest possible service to his fellowman while deriving personal satisfaction for himself?

Counseling and Guidance:
A Call for Change
Sixth Report, National Advisory
Council on Vocational Education
June 1, 1972

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INTRODUCTION

CAREER INFORMATION CENTERS

There can be little question of the accelerating role of public and private educational agencies in contributing to the enlightenment of all students through a basic awareness of the career information process. This process may be defined as consisting of two major components: 1) the wise and competent use of current career information as a basis for sound decision-making, and 2) an understanding of present and developing procedures for conveying informational material to the consuming individual.

As secondary schools move to implement career development concepts within present curricula, attention and concern toward the inherent career information responsibilities will stimulate a search for functional delivery systems. Consideration must be directed toward types and scope of information, methods, equipment, space, staffing requisites, and other local factors necessarily bearing upon the process to be developed. The impact of career information centers upon local programs rests with a thorough, well planned, and tactfully executed introduction of those career education programs. It is vital that care be exercised in ensuring that the maximum number of options be stressed, while holding to the central theme of service to students as individuals. Experiences in Iowa and other states credit the value of comprehensive approaches to providing career information services throughout the range of student needs.

Many years and much knowledge ago, Frank Parsons began to function in a role that was to be identified as that of the guidance counselor. During this period in educational history, "Choosing a Vocation" by Parsons, was published. As perhaps the initial publication in that body of knowledge to become known as career-related information, the book instilled a continuing emphasis on enabling students to refer to the printed word for matters of career exploration and preparation.

Over more recent decades, an increasing flow of career-related materials has been promulgated. This trend has been welcomed. Guidance counselors are often in need of quality materials, for a variety of reasons. One obvious factor is change -- and the rate of change. No person can be expected to maintain a mental repertoire of all viable occupational information for use by client-students as need arises. An active guidance program demands a great deal of time for counseling with students, testing, and the maintenance of departmental records. Additionally, the emerging emphasis on educational and occupational placement may consume a larger share of the guidance day. Finally, as career development programs focusing on the self and eventual entry into some occupational area are implemented and refined, a newly attuned student will

require extensive, in-depth resources for consideration.

It must be granted, and accepted, that the career aspirations of an individual may not be immediately definable, let alone brought to fruition, without benefit of a degree of introspection at some point in his or her career development. Such is not to be dissuaded. Rather, a period of searching and questioning may serve as the most enhancing self-identifying process to be experienced. In a meritocracy, however, there is little latitude for the lost moment or that undertaken without objective. A search for personal values must be treated by the individual as a part of -- and not a departure from -- the exploration and preparation phases in career development. The ultimate thrust of career information centers rests in multi-faceted means for providing accurate, relevant input to the personal decision-making process.

A sound approach appears to be one based on quality sources of information sufficiently expansive in nature to accommodate far-reaching needs, interests, and goals. Commensurate concern in the area of self-analysis would be reflected through instruments for the identification and evaluation of personal values, traits, and competencies. Such instruments may be in the form of interest inventories, aptitude devices, and the various types of guidance activities carried out in the career information center. It should be noted that certain types of tests may be self-administered and analyzed, while other forms require the assistance of a trained guidance person. Care need always be exercised to ensure the correctness and completeness of measures employed.

Many excellent career information materials are available and from a diversity of sources. Commercially developed products are being marketed in greater numbers than ever before. Governmental, educational, and privately organized headquarters offices print and distribute materials, with the cost to the consumer normally no greater than that of postage required to submit requests for the materials. Community and area resources should not be overlooked, especially when there is a need for community residents to serve as resource persons to assist students and teachers.

Three basic questions arise when considering the enrichment of the career information available to each student:

1. How will prospective materials be identified and obtained?

2. How can available materials best be displayed in order to maximize usage?

3. What is the nature of the involvement (and commitment) from counselors, administrators, teachers, and students so that the career information center functions optimally?

It shall be the purpose of this publication to suggest solutions to each of these questions, and to describe in some detail the developing career information centers in three schools participating in the exemplary project "Models for Career Education in Iowa". In each of these schools, the plan has been to develop a center for the senior high school attendance

unit, then to follow up with a center in the junior high school. While approximately equal in enrollment, the three systems differ in class scheduling, available physical facilities, and degrees of completeness of career information materials from prior years. The Sheldon Community High School Career Information Center began functioning at the beginning of the 1972-73 school year. In January, a similar facility opened for student use in the Humboldt Community Senior High School. Shenandoah Senior High School began its involvement with the Iowa Career Education Project near the close of the 1972-73 school year. One of the first measures undertaken by administrators and staff was the implementation of plans for the career information center. That service was in operation upon the opening of the 1973-74 term.

Differences in approaches of the three systems are, in the main, a function of the spatial features of individual buildings. The central theme is consistent among all: to provide the most current and usable career-related information possible through a variety of means and in such a way as to serve the needs of individual students. The materials utilized in these centers are under constant trial and evaluation by local educators in an effort to determine which types of materials best serve the intent of the centers. Since these centers and others being developed by the six remaining project systems will serve as model centers for school systems across the state, assistance in obtaining materials was provided. Judgements as to the desirability of the various materials and practices employed will be deferred with the suggestion that any interested educator contact one or more of the schools and arrange to view a career information center and discuss specific details.

COST

Any new or expanded service being considered by a school system should prove itself to be economically feasible as well as a valuable aid to the students to be served. Major economic concerns are the costs of materials to be added and the space required to house the career information center. It is here that schools should turn to existing centers for assistance in outlining a judicious purchasing and acquisition program. The initial investment need not be great, and the year-to-year maintenance expense will be minimal in light of the benefits to be derived by students. Experiences in developing Iowa Centers and observations from other states point out the need for three basic expenditures in the establishment of a career information center:

1. An initial capital outlay ($300 minimum) in schools not possessing basic viewing and display materials.

2. Purchased materials to augment the career-oriented items existing in the classrooms, library, and guidance centers of the school. The total expended in this area will vary widely according to need, resources available, and the quality and quantity of present materials.

3. A yearly budget of at least $150 to cover additions to the center, the cost of mailing requests for free information, and renewal of dated materials.

SPACE

The space devoted to career information center use will often be limited by conditions to be found in the individual school building. Ideally, a classroom-size area would be converted to house the center. In such cases, the room would remain available for other forms of student activity (conference room, guidance area, etc.) while functioning as the career information center of the school concurrently or during such times as schedules would allow. When local conditions prohibit space allocation of this nature, other areas may be utilized successfully. A center might be established as a part of the library, the guidance area, or incorporated into some other instructional locale according to the desires of those planning and maintaining the center. However, a center established as a part of another activity will most certainly be less effective than if treated as a unique entity. In all instances, an area of 200 square feet of floor space should be considered as the minimum for effective conversion to meet the demand which will be experienced as the center becomes operative.

Three varying types of space allocation were utilized by the Sheldon, Humboldt and Shenandoah systems. In Sheldon, a typical classroom was converted for career information center use through the addition of display racks, shelving, and the necessary furniture. Portions of the display area are devoted to the information sections as described on pages 5 through 8. The center is attractively arranged for easy and comfortable use by students and staff.

Humboldt Community Senior High converted two smaller spaces, adjoining the counselor's office, to career information center use. One of the rooms is devoted primarily to printed materials. A section of this area is titled "Know the World of Work," and the remaining "Know Yourself." The second room serves as a reading, viewing, and small group guidance area.

The center in Shenandoah is established in a spacious utility room adjacent to the main student passageway. In order to allow consolidation of guidance materials, the counselor's office was moved to an office bordering the center. A glass panel in the dividing wall enables the counselor to work with individuals in privacy, while offering an unobstructed view of the center area. Extensive renewal of outdated materials has provided Shenandoah students with excellent sources of career information.

FUNCTIONS

In addition to providing extensive and current resource materials

for students, teachers, and other community persons, the career information center offers the following advantages:

1) The center serves as a visual, viable element of the over-all career education implementation strategy.

2) Guidance and counseling services within the school are enhanced in the eyes of students and the community.

3) Small-group instruction and small-group guidance are encouraged by the presence of the facility and its offerings.

4) An opportunity is afforded for numerous types of new classroom activities, relying on the resources available in the center.

STAFFING

One question that is certain to arise is that of the type and degree of supervision required for a career information center. The mode of operation within the center will dictate that emphasis is placed more upon the idea of staffing for greater service to students than that of supervising those students. A properly functioning center is utilized by students and teachers for reasons of need, interest, research, or casual exploration. Such activity demands a type of staffing that renders ease of center use and assistance in locating, analyzing, and adapting information. The degree of this service will depend on the materials available and the manner of display.

Several staffing options are possible. The concerned professional staff might assume responsibility for maintaining the center and its materials in proper form. Paraprofessional assistance could be employed, with exceptional results. Students should be involved in all phases of the operation. In all probability, schools will arrive at some combination of these potential staffing strategies.

MAJOR COMPONENTS OF A CAREER INFORMATION CENTER

Any career decision, however tentative, should be reached after considering the alternative courses of action in view of factual material at hand and that composite of personal values held by the executor. It is central to the educational agency and its member educators that each student be afforded the opportunity to acquire both information and guidance in meeting the criteria for thoughtful decision-making. It seems implicit, therefore, that the career information center should be the focal point of formal guidance activity within the school, as well as a facility available to all students for informal or casual use. Many guidance departments offer excellent career information, both in quality and quantity. For these schools, the process of establishing or revising the career information center concept consists of updating materials and possibly adjusting the methods of display. For others, additions to

present materials may constitute the major emphasis. The needs of each local guidance program should dictate the approach to developing the career information center. The contents of the center should be dictated by the needs of the clients being served.

While not all-encompassing, the following twenty components are listed and briefly described as to their content and merit for student use in the career information center:

"Free Materials" Section: A wealth of materials in the form of booklets, brochures, briefs, and books is available at little cost. The "Sources of Career Information" section of this publication contains addresses of offices found to be helpful in compiling a body of relevant, succinct career information. A form letter briefly explaning the need for this type of information to each of the listings will bring excellent results by return mail. One of the great advantages of this type of information is that it may be renewed from time to time without the expense involved in purchasing new copies of bound materials. It is highly recommended that any school developing a career information system follow this procedure.

Audio-Visual Section: The vast range of commercially prepared items allows for flexibility in this portion of the information center. Included are filmstrips, slide-tape sets, microfiche materials (IOWAscript being a prime example), and new products now appearing on the market. Slide-tape sets are often prepared by students as a part of their assigned class work or because of an area of interest. These materials should become a part of the center's supply of information.

Higher Education Section: Included are college catalogs, bulletins, and other information on preparation programs requiring a minimum of a bachelor's degree. Much of this type of material will be found in present guidance programs. Additions will likely include the more specialized programs and out-of-state sources.

Community College Section: Much literature pertaining to Iowa community college and vocational-technical school programs is available at no cost. These educational institutions are extremely cooperative in assisting the local school to maintain a complete file of programs of all types. An effort should be made to secure this type of information from states other than Iowa if it is deemed likely that any student would desire such material.

Occupational Briefs Section: Single page briefs covering a great number of occupations are easily located and utilized. These briefs are often available at no cost, or may be purchased in sets covering several hundred occupational listings.

Specialized Schools Section: Materials concerning the special types of post-secondary programs offered by privately operated "trade" schools should be maintained separately from community college program literature.

Many of these programs are from neighboring states and materials should be obtained directly from the institution.

Military Careers Section: Ample materials are available from various commands and recruiting centers. Addresses for several are included in the address listing later in this publication. Many of the references deal with special training programs (e.g., nursing, oceanography, flight, submarine, etc.). Students interested in military programs should have materials on the many programs because of the economic factors which should be considered when evaluating optional programs.

D.O.T. Section: The Dictionary of Occupational Titles can be extremely helpful to students. In addition to easy access, students should be instructed in the proper use of the publications.

Small-Group Guidance Section: The use of a space within the school for a career information center does not preclude its use for other functions. Furniture and space for small-group guidance also provides an attractive setting for any number of student activities. Conducting small-group guidance work within the career information center area is most convenient for all concerned, as well as the center's being a logical location because of the materials available and an atmosphere conducive to the success of the activity.

Testing Materials Section: In addition to standardized tests, interest-type inventories (counselor or self-administered) can prove valuable. Such inventories may serve as a logical point of departure for the student visiting the center, but with no stated objective for the visit.

Display Panels Section: Timely, attractive displays of career related articles, posters, pictures, etc., do much to add to the pleasant environment of the center. When using the occupational cluster approach, this section may be used to feature a "Cluster of the Week" display.

Reading Area Section: At least two tables should be provided in addition to the small-group guidance facilities for use by students wishing to spend time in study, exploration, or research.

Periodical Section: All career-related periodicals should be made available near the reading section. Examples are: college magazines, Career World, and the Career Development Newsletter (American Association of Metallurgy).

Hardbound Reference Section: A number of quality materials appear only in the form of hardbacks. These should be displayed by occupational cluster if specifically oriented, or with other composite selections if of that nature.

Financial Aids Section: Materials delineating types of aid and procedures for applying should be compiled in one section of the center. Scholarships are naturally most often considered by educators, but it is imperative that all forms of aid be included. Loans, grants, and all forms of reimbursed military and civilian programs should be available for student

perusal. Dates when applications may be submitted might be calendarized and displayed prominently as a further service.

Exploration Kits Section: Several kits featuring "hands-on" types of experiences are available commercially. These tend to be utilized somewhat more at the junior high school level, but may become a part of the senior high school career information center as well.

Resource Person File: Many schools implementing career development programs have derived benefit from persons within their community. These schools maintain a list of persons from all types of occupations who volunteer to serve as resource persons for an occupation or cluster of occupations. These persons may visit with classes, host field trips, or host an individual student for a period of in-depth exploration of an occupation.

"Mail Order" Section: A typewriter and correspondence materials should be available for use by students and staff in obtaining information, or additional information, in some area of need. Immediacy of this equipment will encourage follow-up action, and serve as an excellent exercise in business correspondence.

Storage Section: As a self-contained unit, the career information center should be equipped with storage facilities for display materials, extra copies of exhibited materials, tests, etc.

Placement Section: The placement process is of major importance and will be discussed in a forthcoming publication of the series of publications developed as a part of the exemplary project entitled "Models for Career Education in Iowa." While the actual placement of students for instruction and occupational experiences is, in the main, a service provided through cooperative school-community programs, the larger placement process to be encountered throughout the working portion of a career must be dealt with during the preparation phase of career development. The career information center can do much to increase the awareness of all students in the area of the various methods and instruments encountered throughout the world of work.

GUIDELINES

Involve students and teachers in the procurement of materials for the career information center.

Plan the center so that it is a separate resource area. If it becomes necessary to include the center as a part of a library or subject matter resource area, make provisions for individualized use by students.

Select materials carefully. Total cost for initial materials may be held to a minimum by consulting with counselors and teachers who have had experience in developing career information centers.

Provide for staff inservice to familiarize classroom teachers with the available materials.

Develop a learning packet for use by students. Schools with centers have found it advisable to involve all students in this activity soon after completion of the center.

Constantly up-date and up-grade the materials.

Encourage small-group activity in the center. The environment is ideal for such activity as a part of the guidance program.

Encourage casual use by students.

Provide an accounting system for control of materials. Student assistance has been beneficial in this matter.

Maintain an array of bulletin board and display materials for use on a weekly or bi-weekly basis. Example activities include "Cluster of the Week," "New Materials," and "Opportunities You've Never Thought Of."

Share your ideas, problems, and successes with other schools in your area.

SOURCES OF "FREE" MATERIALS

The following pages contain current mailing addresses for over two hundred organizations which have been helpful in assembling student-oriented career information. This listing is not represented as a complete file, but rather as one illustrating the wealth of sources of information available for the cost of a form letter.

Care should be exercised that the form letter requesting materials be sufficiently clear in pointing out the nature of the career information center under development.

Materials compiled through this activity, in addition to the low-cost feature, are easily renewed on a yearly basis.

Accounting Career Council
Distribution Center
College of Business Administration
Notre Dame, IN 46556

Actor's Equity Association
165 West 46 Street
New York, NY 10036

Aeronautics & Astronauts, Inc.
1290 Avenue of the Americas
New York, NY 10019

AFL-CIO Film Division
815 - 16 Street, NW
Washington, DC 20006

Aircraft Industries Association
of America, Inc.
610 Shoreham Building
Washington, DC 20036

Airline Stewards & Stewardesses
Association International
205 West Wacker Drive
Chicago, IL 60606

Air Transport Association (ATA)
1709 New York Avenue, NW
Washington, DC 20006

Aluminum Company of America
Chemicals Division
ALCOA Building
Pittsburgh, PA 15219

American Academy of Family Physicians
Volker Boulevard at Brookside
Kansas City, MO 64112

American Academy of Pediatrics
1801 Hinman Avenue
Evanston, IL 60204

American Advertising Federation
1225 Connecticut Avenue
Washington, DC 20036

American Airlines, Inc.
633 - 3 Avenue
New York, NY 10017

American Anthropological
Association
1703 New Hampshire Avenue, NW
Washington, DC 20009

American Association of
Advertising Agencies
200 Park Avenue
New York, NY 10017

American Association of
Clinical Chemists
1155 16 Street, NW
Washington, DC 20036

American Association of
Colleges of Pharmacy
850 Sligo Avenue
Silver Springs, MD 20910

American Association of
Dental Schools
211 East Chicago Avenue
Chicago, IL 60611

American Association for
Health, Physical Education,
and Recreation
1201 - 16 Street, NW
Washington, DC 20036

American Association of
Hospital Accountants
840 North Lake Shore Drive
Chicago, IL 60611

American Association for
Inhalation Therapy
3554 Ninth Street
Riverside, CA 92501

American Association of
Medical Assistants
One East Wacker Drive
Chicago, IL 60601

American Association of
Nurse Anesthetists
111 East Wacker Drive, Suite 929
Chicago, IL 60601

American Association of
Opthalmology
1100 17 Street, NW
Washington, DC 20036

American Astronautical Society
Box 746
Tarzana, CA 91356

American Astronomical Society
211 Fitz Randolph Street
Princeton, NJ 08540

The American Bar Association
1155 East 60
Chicago, IL 60637

American College of Hospital Administrators
840 North Lake Shore Drive
Chicago, IL 60611

American Ceramic Society, Inc.
4055 North High Street
Columbus, OH 43214

American College of Nurse-Midwives
50 East 92 Street
New York, NY 10028

American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, IL 60611

American Dental Hygienists Association
211 E. Chicago Avenue
Chicago, IL 60611

American Dietetic Association
620 North Michigan Avenue
Chicago, IL 60611

American Federation for Information Processing Societies
210 Summit Avenue
Montrale, NJ 07645

American Federation of Technical Engineers
1126 16 Street, NW
Washington, DC 20036

American Geologic Institute
2201 M Street, NW
Washington, DC 20027

American Guild of Musical Artists, Inc.
1841 Broadway
New York, NY 10023

American Home Economics Association
2010 Massachusetts Avenue, NW
Washington, DC 20036

American Hospital Association
Film Library
P.O. Box 309
Madison, WI 53701

American Industrial Hygiene Association
25711 Southfield Road
Southfield, MI 48075

The American Institute of Architects
1735 New York Avenue, NW
Washington, DC 20006

American Institute of Aeronautics and Astronautics (AIAA)
1290 Avenue of the Americas
New York, NY 10019

American Institute of Baking
400 East Ontario Street
Chicago, IL 60600

American Institute of Biological Services, Inc.
3900 Wisconsin Avenue, NW
Washington, DC 20016

American Institute of Certified Public Accountants
666 Fifth Avenue
New York, NY 10019

American Institute of Chemical Engineers
345 East 47 Street
New York, NY 10017

American Institute of Mining, Metallurgical, and Petroleum Engineers
345 East 47 Street
New York, NY 10017

American Institute of Physics
335 East 45 Street
New York, NY 10017

American Journal of Art Therapy
Box 4918
Washington, DC 20008

American Library Association
Office of Recruitment
50 East Huron Street
Chicago, IL 60611

American Mathematical Society
Box 6248
Providence, RI 02904

American Meat Institute
59 East Van Buren Street
Chicago, IL 60605

American Medical Association
Department of Allied Medical
Professions and Services
535 North Dearborn Street
Chicago, IL 60610

American Medical Technologists
710 Higgins Road
Park Ridge, IL 60068

American Medical Women's
Association, Inc.
1740 Broadway
New York, NY 10019

American Meteorological Society
45 Beacon Street
Boston, MA 02108

American Newspaper Publishers
750 Third Avenue
New York, NY 10017

American Nursing Home Association
1025 Connecticut Avenue, NW
Washington, DC 20036

American Occupational Therapy
Association
251 Park Avenue, S
New York, NY 10010

American Optometric Association
7000 Chippewa Street
St. Louis, MO 63110

American Orthotic and Prosthetic
Association
1440 N Street, NW
Washington, DC 20005

American Orthoptic Council
3400 Massachusetts Avenue
Washington, DC 20007

American Osteophathic
Association
212 East Ohio Street
Chicago, IL 60611

American Petroleum Institute
50 West 50 Street
New York, NY 10000

The American Pharmaceutical
Association
2215 Constitution Avenue, NW
Washington, DC 20037

American Physical Therapy
Association
1156 15 Street, NW
Washington, DC 20005

American Physiological Society
9650 Rockville Pike
Bethesda, MD 20014

American Podiatry Association
20 Chevy Chase Circle, NW
Washington, DC 20015

American Psychiatric
Association
1700 18 Street, NW
Washington, DC 20009

American Psychological
Association
1200 17 Street, NW
Washington, DC 20036

American Society of Agricultural
Engineers
2950 Niles Road
St. Joseph, MI 49085

American Society of Biological Chemists
9650 Rockville Pike
Bethesda, MD 20014

American Society of Civil Engineers
345 East 47 Street
New York, NY 10017

American Society of Limnology and Oceanography, Inc.
Kellogg Biological Station
Hickory Corners, MI 49060

American Society of Electro-encephalographic Technologists
University of Iowa
Division of EEG & Neurophysiology
500 Newton Road
Iowa City, IA 52240

American Society of Medical Technologists
Suite 1600
Hermann Professional Building
Houston, TX 77025

American Society of Photogrammetry
1005 North Virginia Avenue
Falls Church, VA 20046

American Society of Public Administration
1225 Connecticut Avenue, NW
Washington, DC 20036

American Society of Safety Engineers
850 Busse Highway
Park Ridge, IL 60068

American Society of Traffic and Transportation
22 West Madison Street
Chicago, IL 60602

American Speech and Hearing Association
9030 Old Georgetown Road
Washington, DC 20014

American Textile Manufacturer's Institute, Incorporated
1501 Johnson Building
Charlotte, NC 28202

American Trucking Association
1616 P Street, NW
Washington, DC 20036

American Veterinary Medical Association
600 South Michigan Avenue
Chicago, IL 60611

American Women's Society of Certified Public Accountants
327 LaSalle Street
Chicago, IL 60604

Armour and Company
Public Relations Department
Chicago, IL 60611

Associated General Contractors of America
1957 E Street, NW
Washington, DC 20006

Association of American Railroads
Educational and Group Relations
830 Transportation Building
Washington, DC 20006

Association of American Railroads
American Railroad Building
1920 L Street, NW
Washington, DC 20036

Association for Computing Machinery, Inc.
1133 Avenue of the Americas
New York, NY 10036

Association of Industrial Advertisers
41 East 42 Street
New York, NY 10017

Association of Medical Illustrators
Medical College of Georgia
Augusta, GA 30902

Automobile Manufacturers Association
New Center Building
Detroit, MI 48200

Avid Corporation
Instructional Systems Division
Ten Tripps Lane
East Providence, RI 02914

Biological Photographic
Association
P. O. Box 12866
Philadelphia, PA 19108

Biomedical Engineering Society
P. O. Box 1600
Evanston, IL 60204

Borden Company
Consumer Service
350 Madison Avenue
New York, NY 10000

Case, J. I., Company
Advertising Department
Racine, WI 53401

California Redwood Association
617 Montgomery Street
San Francisco, CA 94100

Casualty Actuarial Society
200 E 42nd St.
New York, NY 10017

Communications Workers of
America
1925 K Street, NW
Washington, DC 20006

Conference of Actuaries in
Public Practice
10 South LaSalle Street
Suite 1300
Chicago, IL 60603

Eastman Kodak Company
Educational Director
343 State Street
Rochester, NY 14659

Engineers' Council for
Professional Development
345 East 47 Street
New York, NY 10017

Farmer's Union Grain Terminal
Association
St. Paul, MN 55101

Fiesch Gordon Company
225 North Beltline Highway
Madison, WI 53713

Firestone Tire and Rubber Co.
1200 Firestone Parkway
Akron, OH 44300

Flight Engineers International
Association
905 16 Street
Washington, DC 20006

Ford Motor Company
Educational Affairs
Dearborn, MI 48120

General Aviation Manufacturers
Assocation (GAMA)
Suite 1215
1025 Connecticut Avenue, NW
Washington, DC 20036

General Electric Company
Products Information
Valley Forge Space Technology
Center
Box 8555
Philadelphia, PA 13101

General Electric Educational
Relations Service
One River Road
Schenectady, NY 12305

General Motors Corporation
Public Relations Staff
Detroit, MI 48202

Goodrich, B.F. Company
Akron, OH 44309

Health Careers Program
P. O. Box 289
Madison, WI 53701

Illuminating Engineers Society
United Engineering Center
345 East 47 Street
New York, NY 10017

Industrial Designers Society
of America, Inc.
60 West 55 Street
New York, NY 10019

Institute of Life Insurance
277 Park Avenue
New York, NY 10017

The Institute of Internal Auditors, Inc.
170 Broadway
New York, NY 10036

Interagency Committee on Oceanography
Building 7159
Navy Yard Annex
Washington, DC 20390

International Association of Firefighters
905 - 16 Street, NW
Washington, DC 20006

International Society of Clinic Laboratory Technologists
805 Ambassador Building
411 N. Seventh St.
St. Louis, MO 63101

Junior Engineering Society
Room 1301
345 East 47 Street
New York, NY 10017

Mathematical Association of America
1225 Connecticut Ave., NW
Washington, DC 20036

Medical Library Association, Inc.
919 N. Michigan Ave.
Suite 2023
Chicago, IL 60611

Modeling Association of America
35 W. 53 Street
New York, NY 10019

Music Educators National Conference
Washington, DC 20000

National Aeronautics & Space Administration
Office of Educational Programs & Services
400 Maryland Avenue
Washington, DC 20025

National Aerospace Education Association
806 - 15th St., NW
Washington, DC 20005

National Alliance of Television & Electronic Services, Inc.
5906 South Troy Street
Chicago, IL 60629

National Art Education Association
1201 16 Street, NW
Washington, DC 20036

National Association of Accountants
505 Park Avenue
New York, NY 10022

National Association of Food Chains
1725 "I" Street, NW
Washington, DC 20006

National Association of Letter Carriers
100 Indiana Avenue, NW
Washington, DC 20001

National Association of Manufacturers
277 Park Avenue
New York, NY 10017

National Association of Music Therapy
P. O. Box 610
Lawrence, KS 66044

National Association of Purchasing Management
11 Park Place
New York, NY 10007

National Association of Real Estate Boards
Department of Education
155 East Superior Street
Chicago, IL 60611

National Association of Retail Grocers of the United States
360 North Michigan Avenue
Chicago, IL 60601

National Association for Retarded Children
2709 Avenue E, East
Arlington, TX 76011

National Association of Trade
& Technical Schools
2021 L Street, NW
Washington, DC 20036

National Auto Dealers Association
2000 K Street, NW
Washington, DC 20006

National Center for Career
Information
1607 New Hampshire Ave., NW
Washington, DC 20005

National Committee for Careers
in the Medical Laboratory
9650 Rockville Pike
Bethesda, MD 20014

National Committee for Social
Work Careers
2 Park Avenue
New York, NY 10016

National Council of Teachers of
Mathematics
1201 16 Street, NW
Washington, DC 20036

National Council of Technical
Schools
1835 K Street, NW
Room 907
Washington, DC 20036

National Environmental Health
Association
1600 Pennsylvania Avenue
Denver, CO 80203

National Executive Housekeepers
Association, Inc.
Business and Professional Bldg.
Gallipolis, OH 45631

National Federation of Licensed
Practical Nurses, Inc.
250 West 57 Street
New York, NY 10019

National Forest Products
Association
Wood Industry Careers
1619 Massachusetts Ave., NW
Washington, DC 20036

National Geographic Society
17 and M Streets, NW
Washington, DC 20036

The National Health Council
1740 Broadway
New York, NY 10019

National League for Nursing
Committee on Careers
10 Columbus Circle
New York, NY 10019

National Oceanography Association
1900 L St., NW
Washington, DC 20036

National Recreation & Park
Association
1700 Pennsylvania Avenue, NW
Washington, DC 20006

National Rehabilitation
Association
1522 K Street, NW
Washington, DC 20005

National Restaurant Association
Educational Director
1530 N. Lake Shore Drive
Chicago, IL 60610

National Institute of Health
Bureau of Health Manpower
Education
Information Office
9000 Rockville Pike
Bethesda, MD 20014

National Retail Merchants
Association
Committee on Careers in Retailing
100 West 31 Street
New York, NY 10001

National Society of Interior
Designers
315 East 62 Street
New York, NY 10021

National Society of Professional
Engineers
2029 K Street, NW
Washington, DC 20006

Penney, J. C., Company
Educational and Consumer
Relations
1301 Avenue of the Americas
New York, NY 10019

Philadelphia College of Art
Department of Public Information
Broad and Pine Streets
Philadelphia, PA 19102

Professional Photographers of
America, Inc.
1090 Executive Way
Oak Leaf Commons
Des Plaines, IL 60018

Public Relations Society of
America, Inc.
845 Third Avenue
New York, NY 10022

Retail Jewelers of America
Director of Affiliated Services
1025 Vermont Ave., NW
Washington, DC 20005

Reynolds Metal Company
Richmond, VA 23200

Rochester Institute of Technology
Public Relations Department
Box 3404
Rochester, NY 14614

Sears Roebuck Foundation
7435 Skokie Boulevard
Skokie, IL 60076

Screen Actors Guild, Inc.
7750 Sunset Blvd.
Hollywood, CA 90046

Shell Oil Company
60 West 50 Street
New York, NY 10020

Society of Exploration
Geophysicists
Box 3098
Tulsa, OK 74101

Society of Technical Writers
& Publishers, Inc.
1010 Vermont Avenue, NW
Washington, DC 20005

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, IL 60614

Super Market Institute, Inc.
200 East Ontario Street
Chicago, IL 60611

Trans-World Airlines
1735 Baltimore Avenue
Kansas City, MO 64103

United States Government

U. S. Department of Agriculture
Washington, DC 20250

U. S. Department of Agriculture
Soil Conservation Service
Washington, DC 20013

U. S. Air Force Academy
Public Information Office
Colorado Springs, CO 80912

U. S. Air Force Headquarters
Recruiting Service
Randolph Air Force Base, TX 78148

U. S. Army
Army Opportunities
Hampton, VA 23669

U. S. Atomic Energy Commission
Division of Technical Information
Extensions
P. O. Box 62
Oak Ridge, TN 37830

U. S. Coast Guard Academy
Public Affairs Officer
New London, CT 06320

Federal Aviation Administration (FAA)
Aeronautical Center
Box 1082
Oklahoma City, OK 73100

Federal Aviation Administration (FAA)
800 Independence Avenue, SW
Washington, DC 20590

U. S. Government Printing Office
Superintendent of Documents
Washington, DC 20402

U. S. Department of Health, Education, and Welfare
Division of Dental Health
Public Health Service
Washington, DC 20201

U. S. Information Agency
Director of Personnel
1776 Pennsylvania Avenue
Washington, DC 20547
(Ask for "Careers in Cross Cultural Communications")

U. S. Department of Interior
Fish & Wildlife Service
Washington, DC 20240

U. S. Department of Justice
The Federal Bureau of Investigation
Washington, DC 20535

U. S. Maritime Administration
441 G Street, NW
Washington, DC 20001

U. S. Merchant Marine Academy
Public Information Officer
Kings Point, NY 11024

U. S. Military Academy
Public Information Officer
West Point, NY 10996

U. S. Naval Academy
Public Affairs Office
Annapolis, MD 21402

U. S. Navy & Marine Recruiting Station
Federal Building
Des Moines, IA 50319

U. S. Department of Labor
Bureau of Labor Statistics
Occupational Outlook Service
Washington, DC 20212

U. S. Department of Labor
Manpower Administration
Washington, DC 20210

U. S. Steel
Public Relations Department
71 Broadway
New York, NY 10000

POSTSECONDARY PROGRAMS OF IOWA AREA COMMUNITY COLLEGES AND VOCATIONAL SCHOOLS

It has been observed, in many instances, that counselors regularly receive catalogs and brochures from the four-year institutions and the local community colleges or area vocational schools. However, a complete file of postsecondary programs offered by the fifteen area schools should be maintained and up-dated annually. The addresses for each contact person/office are listed on the following page.

Complete sets of catalogs/brochure packets covering all programs may be obtained from the indicated offices in each of these Iowa Area Community Colleges and Area Vocational Schools:

Director of Admissions
Northeast Iowa Area Vocational-
Technical School
142 Main Street, Box 400
Calmar, IA 52132

Student Service Office
North Iowa Area Community College
500 College Drive
Mason City, IA 50401

Office of the Registrar
Iowa Lakes Community College
101 1/2 North Sixth Street
Estherville, IA 51334

Office of Admissions
Northwest Iowa Vocational School
Highway 18 West
Sheldon, IA 51201

Director of Admissions
Iowa Central Community College
330 Avenue M
Ft. Dodge, IA 50501

Student Service Office
Iowa Valley Community College District
22 West Main Street, Box 536
Marshalltown, IA 50158

Office of Admissions
Hawkeye Institute of Technology
1501 E. Orange Road, Box 8015
Waterloo, IA 50704

Director of Student Personnel
Eastern Iowa Community College District
3546 Brady Street
Davenport, IA 52806

Director of Admissions
Des Moines Area Community College
2006 Ankeny Boulevard
Ankeny, IA 50021

Office of Admissions and Records
Kirkwood Community College
6301 Kirkwood Boulevard, SW
Cedar Rapids, IA 52406

Director of Admissions
Iowa Western Community College
2700 College Road
Council Bluffs, IA 51501

Registrar's Office
Western Iowa Tech
3075 Floyd Boulevard
Sioux City, IA 51105

Office of Admissions
Southwestern Community College
1501 West Townline St., Box 458
Creston, IA 50801

Admissions Office
Indian Hills Community College
Industrial Airport
Ottumwa, IA 52501

Admissions Office
Southeastern Area Community College
Highway 406, Drawer F
Burlington, IA 52655

CAREER INFORMATION MATERIALS IN ERIC SYSTEM (EDUCATIONAL RESOURCES INFORMATION CENTER)

The materials listed on the following page are of special interest to counselors and are available through the ERIC System. Microfiche copies of the following ED numbers are available to local administrators and teachers in the State of Iowa at no cost from:

INFORMS
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Paper copy reproductions are available from:

ERIC Document Reproduction Service
Computer Microfilm International Corp. (CMIC)
P. O. Box 190
Arlington, Virginia 22210

Price List

Paper Copy (HC) Prices	
Number	Price
1 to 25 pages	$1.50
26 to 50	1.85
51 to 75	3.15
76 to 100	4.20
Each additional 25 pages	1.20

Postage: $.18 for first 100 pages
.08 for each additional 100 pages

Note: Postage for first class airmail or foreign is extra.

Paper copy (HC) will be full page reproductions with heavy paper covers.

ERIC SYSTEM MATERIALS

ED-052-315: Expanding Opportunities for Girls; Their Special Counseling Needs. U.S. Department of Labor, Women's Bureau, May 1970.

ED-064-482: Counseling and Guidance: A Call for Change. National Advisory Council on Vocational Education. June 1972.

ED-033-386: Role, Function, and Approach for Guidance in Career Development of Youth from Junior High School Through Senior High. Kenneth B. Hoyt. April 1969.

ED-037-595: Career Guidance Practices in School and Community. Lorraine S. Hansen. 1970.

ED-042-005: Job Placement Services; a Guidebook for Counselors. New Jersey State Department of Education. 1968.

ED-044-749: Counselor Bias and the Female Occupational Role. John J. Pietrofesa and Nancy K. Schlossberg. 1970.

ED-029-346: Occupational Information; A Career Guidance View. Seymour L. Wolfbein. 1968.

ED-037-749: The Use and Misuse of Occupational Information. Robert Hoppock. 1970.

ED-039-359: The Career Information Center; a Working Model. Northeastern University. 1969.

ED-021-300: The Career Information Service: A Guide to Its Development and Use. Duncan F. Circle. May 1968.

ED-067-990: Plans for Widening Women's Educational Opportunities. Elizabeth Duncan Koontz. 1972.

ED-066-553: Review and Synthesis of Research on Women in the World of Work. Center for Vocational and Technical Education. Ohio State University. 1972.